

“Library Management 101A: From Strategic Planning to Managing Staff and Volunteers”

by
Kathy Bloomfield

Association of Jewish Libraries Conference
July 5, 2010
Seattle, WA

Library Management 101A: From Strategic Planning to Managing Staff and Volunteers.”

by Kathy Bloomfield
President & Founder, forwardsbooks.com

I had the pleasure of sitting next to our AJL President, Susie Dubin, at the 2009 Award's Banquet. Some might call it *bashert*, others might call it something else, but before I knew it, I was discussing the possibility of combining my managerial experience and my Temple President experience to teach a class at the 2010 AJL Conference. So here it is, God and Suzie working in mysterious ways.

I am excited to be merging my passion for children's literature with my more than 35 years of experience in business and nonprofit management to assist you in understanding the “business” of running your libraries a little better. Most importantly, I hope to help you understand what your lay leadership is looking for from you in your capacity as a Jewish librarian and how to make yourself and the library relevant in the synagogue and school environment.

A short disclaimer: Any one of the topics we are going to discuss today could be the subject of a full day or a full week workshop. Entire schools are devoted to the subject of Business Management, as you are well aware. My purpose today is to try to give you a taste of what being a manager is all about and to allow you to see how important your understanding of these concepts is to insuring that your synagogue or school board sees the library as a priority in their institution.

As we heard during our Keynote address last evening, the world is undergoing huge shifts – socially, economically, and in every other way. Judaism is also shifting. As I look out over this rapidly changing world, I see opportunity everywhere for people who understand that:

- parents want more from Judaism than just a place to drop off their children for Hebrew School,
- young adults want more than just a place to go for the High Holidays
- seniors, are looking for a place to “give back” and interact – not to be babysat.

We librarians, keepers of the books, have an important role to play in welcoming new members, nurturing creativity in young people and creating opportunities for new leaders. Am I dreaming? I do not think so. I hope not.

This workshop is about learning to be managers and potential leaders, so let us begin to do that.

Challenging the System: “I’m not afraid, Rabbi,” Hershel said. “If I can’t outwit a few goblins, then my name isn’t Hershel of Ostropol.”¹



As I was preparing for this session, I found two articles that helped me set the tone for today's workshop. The first from *Special Libraries Journal* was entitled “Is it Possible to Educate Librarians as Managers?”² “That’s

interesting,” I thought. “I will be working with a highly knowledgeable, very organized, exceedingly skilled group of people, who happen to be librarians. They also have all the management capabilities anyone would need. How difficult can it be to educate them to be managers?”

In my many years in business, I have heard all of the following statements (some of them about me):

- People are “born” managers.
- People can learn to be managers.
- Some people will never learn to be managers.
- Some people prefer not to be managers.
- Some people cannot be managers because they are: too young, too old, female, male, college educated, not college educated, under-experienced, over-experienced, black, white, Hispanic, Asian, [Fill in the blank.]

Have you ever heard any of these statements?

I do not believe, however, I have ever heard that a librarian was any more or less capable of being a manager than any other person. In fact, I offered to provide this session because I felt that librarians needed these skills now more than ever.

That article set me in search of a way to connect librarians to management using the one thing I know they are passionate about – books. Of course, if I am involved, it is not going to be just any books, it’s going to have to be a children’s book or two. I found exactly the article I was searching for in *The Journal of Leadership and Organizational Studies*. “Leadership in Children’s Literature: Qualitative Analysis from a Study Based on the Kouzes and Posner Leadership Framework.”³ BINGO! I now have the ideas in hand to teach the skills you already have inside to be excellent managers at your synagogues and schools and the books to cement those concepts into your souls. We are – literally – in business.

Back to that little issue of whether librarians can be managers, if we look at this as a challenge, let us consider ourselves like Hershel of Ostropol in **Hershel and the Hanukkah Goblins**,⁴ and use all of our wit and wisdom to outsmart the demons who think that librarians cannot be managers.

What defines a manager in an organization?



A manager is an individual who Plans, Organizes, Directs, and Monitors what takes place within their area of responsibility. Those are the basics – Planning, Organizing, Directing and Monitoring. That is not so difficult, right?

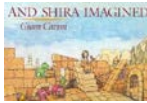
Which of those tasks do you incorporate into your daily activities at your library? During this workshop, we are going to focus on each of these tasks and look at what they involve.

As we do this, I want you to think about the role of the library in your synagogue and how you can demonstrate to your lay leadership that the synagogue library is an asset in their

efforts to draw in members, bring in revenue and create a focal point for community participation.

Let us start at the beginning. Every good manager needs a clear idea of where she or he is going and to know where you are going you need a ... PLAN.

1. Planning: “In Tel Aviv Shira’s mother said, ‘Look around. This is a busy modern city. But eighty years ago there was nothing here, just white hills of sand. Imagine, this city appeared like a miracle out of the sand.’ And Shira imagined.”⁵



How many of you know the mission statement for your synagogue or school?

How many of you have a mission statement for your library that supports the synagogue/school mission statement?

To some the idea of creating a mission statement is a daunting task. However, other than the fact that it is not a solo endeavor, it is not difficult to create one. It just takes time and a little...imagination.

Writing a mission statement lets people know three things about your organization. In a few short sentences, you want to convey:

1. The reason your organization exists.
2. The product or services your organization provides.
3. The values on which your organization is based.

Let's review the Mission Statement Worksheet [Attachment A]

1. **What are the opportunities or needs that we exist to address?** (the purpose of the organization.)
 - a. Why are we here?
 - b. Who do we serve?
2. **What are we doing to address these needs?** (the business of the organization.)
 - a. What is our business?
3. **What principles or beliefs guide our work?** (the values of the organization.)
 - a. How do we define values?
 - b. Whose values? Personal? Organizational/Institutional/Religious?

Now look at Attachment B, the Mission Statement of the Association of Jewish Libraries. Break up into small groups of 4-6 people and using your worksheets, see if you can find the answers to questions 1-2-3 of the Mission Statement Worksheet in the AJL's Mission Statement. Did they address them all?

I said earlier, creating a mission statement is not a solo endeavor, nor is it a one meeting and we are done event. You want to make sure that all the users of your library are represented when creating that mission statement. Do you have a staff? Other volunteers? Regular library visitors? A Library Committee? Do the members of your Library Committee represent the synagogue population? Is a member of your Library Committee on the Temple Board? All of these individuals are potential candidates for the Library Mission Statement Development Committee.

The Ida and Howard Wilkoff Department of Synagogue Management of the Union for Reform Judaism publishes an informative series of booklets that are available free online. I am going to be referring to several of them this afternoon. The links are in your Workshop Bibliography (Attachment I).

*“Hear, O Israel: Creating Meaningful Congregational Mission Statements”*⁶ is one of the most helpful documents I have read in the many that are available on this subject. Using the material in this pamphlet and the worksheet we just went over, a small group of dedicated individuals should be able to prepare a draft mission statement for your review in a relatively short time frame. Keep in mind that the library’s mission statement must reflect and support the synagogue or school’s mission statement.

With draft in hand, you and the committee will need to make sure the powers that be in the temple or school – rabbi, president, educator, principal, board members, committees, regular visitors, etc. all have a chance to see and react to your mission statement. I can hear you – “Oy Vey! 50 – 100 – 1000 people come through my library – so many Jews, so many opinions!” It is going to be OK. Put a comment box next to an enlarged version of the mission statement displayed at the check out desk. Publish a write up in the temple bulletin and ask for feedback (sent to a volunteer’s email address.) Read the comments. Respect the comments. Do not react to every comment. There may be some good ones, include those in your committee meeting discussions – both the positive and the lovingly critical. Set a reasonable deadline. Have a meeting with your small committee and create your final Mission Statement. Proudly display it at the check out desk.

Do not relax just yet, however. You are by no means done. Your Library Mission Statement is your opportunity to hook your synagogue board with the importance of having a Jewish library as part of their community trust. By understanding the importance of mission statements, strategic plans and action plans, you – with the help of your committee – will now create a presentation that will demonstrate to your lay leadership that you mean business, and the library is an asset in their efforts to draw in new members, bring in revenue and create a center for community participation. Let us look at how that happens.

Once you have your finalized mission statement, your next steps are easy (I say that a lot, don’t I?) You now know where you want to go, so what do you need to do to get there? You need to create your road map/your long-term plan to bring your mission statement to life. To do that, we need a few more words in our management tool kit, along with some of Shira’s imagination.

We need – Objectives: Broad statements of what we need to do to achieve our mission. An example might be “Establish Parent-child reading groups.”

To reach that Objective we need – Goals: How exactly are we going to get this done? For example, we plan to hold one mother-daughter reading group for 4th graders in the fall semester and one father-son reading group for 6th graders in the spring semester.

That is great but how are we going to achieve those goals? We need Action Steps: Who is going to do what and by when?

Who is going to find an appropriate book for the mother-daughter reading group and by what date?

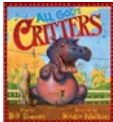
Who is going to Sign up a minimum of five participant families and by what date?

Who is going to create discussion topic questions and by what date?

The Action Steps list goes on...Find Attachment C, another example mission statement for the B'nai Seferim Library. Using this mission statement, along with Attachment D, a form for writing out Objectives, Goals and Action Steps, break up into your groups again and see if you can come up with 2 or 3 objectives, goals and actions steps for the upcoming school year.

Congratulations! You and your Library Committee have a well thought out, detailed plan which you have shared with your Board of Trustees. The entire temple is excited over the happenings in the library. The library is becoming a focal point for synagogue/school activity. It is time for Step Two –

2. Organizing: “All God’s Critters got a place in the choir – some sing low, some sing higher, some sing out loud on the telephone wire, and some just clap their hands, or paws, or anything they got.”⁷



I am not going to spend any time discussing methods of organizing yourself. You are librarians. I am taking the enormous leap that you and your libraries are very well organized. If you are not, you must start there. Google “Personal Productivity.” If you need help with this, contact me at kathyb@forwardsbooks.com and we’ll talk.

As a manager, one of your key responsibilities is to gather and organize your resources: time, money, facilities and people. These are all necessary components in your efforts to achieve the objectives laid out in your outstanding long-term plan. However, once you find them you need to recognize and utilize the best in each and every one of them. “All God’s Critters Got a Place in the Choir.”⁸ Finding your special people is a skill. “*Building Sacred Community: Volunteers in Your Congregation*”⁹ another URJ Booklet, is an excellent resource for ways to recruit volunteers for specific tasks. Again, the link for downloading is in the Bibliography (Attachment I).

Make sure whoever is in charge of Membership Packets lists the library as one of the volunteer opportunities in the organization. You are looking for the best and brightest, and your superb plan is going to help you get them. Create your own volunteer recruitment forms if you need to. Hold recruitment meetings and INTERVIEWS for the jobs. Yes, you can interview for volunteer jobs and turn people away if they are not right for you. Make it an honor to work in the library. It is not for everyone.

Organization skills include prioritization. You cannot do it all and you definitely cannot do it all at the same time. There are innumerable charts, graphs, methods and books that will explain the various ways to prioritize everything you need to do in a day, week, month, year or life.

I personally come from the “keep-it-simple-silly” school and love the show-don’t-tell-method. So I will demonstrate. You may have seen or read about this before. It is the idea of Stephen Covey, the time-management guru.¹⁰ (If you are reading this, you are going to have to use your imagination.)

I have in front of me a large wide-mouthed jar. I am placing several large rocks inside the jar. Is the jar full? Some say yes, others say no.

Here are some smaller rocks about the size of gravel. I think they may fit in the jar. I am pouring these rocks in the jar. Is the jar full? More say yes, some still say no.

Here is some sand. I am pouring the sand into the jar. Is the jar full? The majority say yes. A few say no.

What about some water? I fill the jar with water. Is the jar full now? There is a general agreement that the jar is now full.

What is the message I am trying to convey to you?

Many people respond with “No matter how busy we are, there is always room to do more.” That is exactly the answer I would expect from a room full of Jewish librarians working for Jewish nonprofits! Excellent.

However, that is NOT the message of my demonstration.

What if I had filled the jar with sand first?

Would I have been able to fit the large rocks into the jar?

What would have happened to those large rocks?

Would I have simply tossed them away?

What if the large rocks represented your Mission Plan Objectives or the really important items you want to accomplish in your life. Would you want them tossed away?

Our days, our lives can be, and often are, filled with many little things – emails, phone calls, meetings, data entry, shelving, errands, etc. – things that perfectly capable volunteers can accomplish quite easily and for far less money. What about the large rocks? Who is paying attention to those?

In work or in life, we must keep our eye on the large rocks. Which of your objectives is going to have the biggest impact on your synagogue/school? Your resources should be devoted to those – they are your priorities.

Once you have determined your list of priorities: large rocks, smaller rocks and so on, provide a clear description of each project, the necessary resources that will be required, a

timeline, and a job description for any individuals who need to work on the project. Once completed, review all this with your boss, chairperson, rabbi, president, etc. Make sure everyone agrees. Explain that this is going to be your task list for the next 6 months to one year.

Mazel Tov again! You have made a plan and organized yourself and your resources. You are ready for task number three:

3. Directing - “[The Beggar] picked up the wooden spoon and stirred. When the pot



began to steam and bubble, he spooned out some water and took a sniff.

‘Not bad,’ he said. ‘But it could be better.’

‘What could make it better?’ asked the people.

‘A little sugar, a little salt, a little pepper. That could make it better,’ replied the beggar.

So they brought him sugar and salt and pepper.”¹¹

Remember back when you were planning, and you created all those action steps? You assigned, or individuals took on, responsibilities for tasks that were going to enable you to achieve the goals that would reach your objectives to get to your mission. Remember all that?

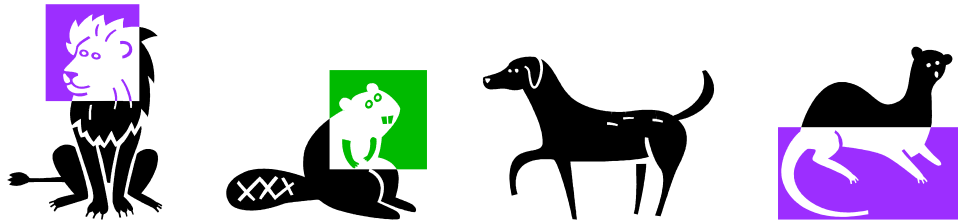
Now you need to be sure that everyone knows what she or he is supposed to be doing. Do they have all the resources they need to get their assigned job done? Did they receive enough training to do the work they were assigned? Your job now is to make sure that everyone is moving in the same direction – not to do the work for them! After all, **Bone Button Borscht**¹² is interesting, but the cook knows it is even better with a little salt, a bit of pepper, a few onions, perhaps some cabbage...each little contribution makes for the perfect soup and it requires directing to make that soup taste good.

You, like the beggar in the story, are in charge of the soup. You cannot locate all the hidden ingredients. If the soup needs potatoes, tell someone to find potatoes, do not run to the grocery store, get the potatoes, wash them, peel them and put them in the pot. Who is stirring, tasting and watching over the soup while you are away?

This is the area of management where personality sometimes plays a part. Are you a person who can assign a task and let go, clear in the knowledge that your staff or volunteers are up to the job? Or are you someone who needs to know every minute detail of every job that is going on around you?

In the business world, we use many types of personality/style tests to attempt to understand ourselves and those around us in order to manage the workplace a bit better. You may have heard of some of these: Myers-Briggs, Galen, Jung, DISC, Gardner’s Multiple Intelligences etc. The personality test I enjoy using was created by Dr. Gary Smalley¹³ and employs the traits of animals (what a shock, huh?) to see if we can understand ourselves better.

Using the animal pictures below - A Lion, a Beaver, a Golden Retriever & an Otter – think for a minute about each of those animals and the kinds of traits or characteristics they each exhibit.



You can also think of them in this way¹⁴:

- **Lions** are leaders, decisive, bottom line, problem-solvers, not conversational.
- **Otters** are fun-loving, entertainers, networkers, motivators, creative, talkers.
- **Retrievers** are loving, nurturing, loyal, good listeners, encouragers.
- **Beavers** are hard-working, detailed, accurate, focused on quality.

Pick the one that best describes your management style. You must pick one. You cannot choose between two, three or all four. You must choose ONE!

Now write down at the top of a piece of paper, the strengths that you think are inherent in that management style.

Now underneath the strengths write some of the vulnerabilities or weaknesses you may experience with that management style.

There are no right or wrong answers here. What is important is for you to know and understand your own management style as well as the styles of those who are working with and around you. The best teams I have worked with have been compilations of all of these styles. I am a lion. I am very clear about that. When I was the Assistant Regional Director of the Northeast Council at the URJ, my boss, the Regional Director was a golden retriever. He was clear about that. He was absolutely conflict avoidant. Yes, it would drive me nuts! However, he admits, he hired me because I was a lion. Because I would say to him, you **MUST** go to this meeting and stand up for this issue or send me in to this meeting to stand up for this issue. We were a perfect pair. Moreover, there were times when he would tell me that I had to back off. I would always respect that. More importantly, because we knew each other so well and understood our styles so clearly, we always knew we had each other's backs. That is what a team is all about, no surprises and complete loyalty.

When choosing your team, keep your strengths and vulnerabilities in mind. Choose wisely and be honest. Find the right people, both paid staff and volunteers. Train them well from the very beginning. (Note: Attachment E is a handy “test” version of this exercise.)

As I said earlier, “*Building Sacred Community: Volunteers in Your Congregation*”¹⁵ that URJ Booklet, is an excellent resource for ways to recruit volunteers for specific tasks. Again, the link for downloading is on the Bibliography (Attachment I).

We are entering the home stretch now. You have a plan. You are highly organized. You have put together an extraordinary team, and the work is delegated out to your group of superstars who are busy getting the job done. Take a deep breath....relax for a second...not too long...you have reached your last management task:

4. Monitoring: “This year, little child, My dear little child,/ Did you put seeds in the soil,/ Happy that I’d chosen you to plant a garden?/ Did you paint a big picture and help to hang it,/ Happy that I’d chosen you to add beauty to the world?/ Did you share your toys,/ Happy that I’d chosen you to be kind to others?/ Did you laugh and have fun,/ Happy that I’d chosen you to lift the world’s spirit?/ This year, little child, my dear little child,/ Were you the best little child that you could be?”¹⁶



For some, this may be the most difficult task of all. It is not easy to be in charge, but someone has to be the boss. Is that someone you? Would you rather sit at the front desk and check in the books, answer client questions or organize books on shelves? Sorry, that is what you built this amazing team of staff members and volunteers to do. Now we have to learn how to keep that wonderful gift of time and talent healthy and functioning. We are going to learn what it means to “Be the Boss.” That is what monitoring is—supervising, taking control, watching over.

How do you perform this task without destroying morale, fomenting rebellion, losing respect for your staff and volunteers or them for you?

Of course, I am going to tell you it is easy, but I can also tell you I have heard and experienced some absolute disaster stories. Mostly, I believe, because they do not follow “Kathy’s Key Commandments for Keeping Contented Staff.” You will find these listed on Attachment F. As you read them below, I have provided some embellishments or some examples as necessary:

1. The Golden Rule works in business the same way it works in life. Treating your team the way you would want to be treated earns you bonus miles.
 - Need I say more? This one is obvious.
2. Saying thank you to staff and volunteers on a regular basis – like every single day – also pays dividends.
 - When I was working at Mayyim Hayyim, the mikveh, I had a volunteer mikveh guide tell me that the one reason she volunteered so often at the mikveh was because I said thank you to her every time she was there. As a retiree, she was a volunteer at many other organizations. None of them said thank you. Ever.
3. A jar full of chocolates and wrapped candies on the corner of your desk will guarantee that you know everything that is going on in the office.
 - My husband worked at home all the time we lived in California. When we moved east, he began working in an office. The first bit of advice I gave him was to have a candy jar. At first he laughed, but he took the jar. After

one week, he came home thanking me. Every Costco visit after that included a bag of chocolates to refill that jar.

4. Staff meetings are important. Once scheduled, they are sacred time. Try to schedule a potluck lunch occasionally along with the meeting. Food is a good thing. You spring for dessert.
 - Start each meeting with a time for catching up with people's lives. Whose son was accepted to college? Whose daughter is having a baby? This is very important. I also every so often would begin the meeting with a story that had some sort of lesson, or I would give everyone a small gift, like small bottles of Tabasco ("we are a red hot team!") Then get to work.
5. Staff seeing their boss getting his or her hands dirty demonstrates your willingness to see things from their perspective.
 - I have nothing to add.
6. Listen.
 - Enough said.
7. Communication must be constant and ongoing. All channels must be clear at all times. Blocked channels create toxic environments.
 - I unknowingly walked into a work situation with a blocked channel. The employees were experiencing "Stockholm Syndrome." They thought the boss above me was the enemy, because that is how their former boss had portrayed that individual. Creating a team environment was my first challenge.
8. Be unwaveringly honest. If you do not know, say that. If you cannot say, say that. Do not tell a lie. It will bite you in the butt every single time.
 - The older I get, the easier it is to tell the truth. It is too difficult to remember who I said what to, the truth is easier.
9. Admit your mistakes. Laugh about it. They know you are human, you should too.
 - My examples here are too numerous to recount. We are all on learning curves – every single day. If you can laugh at yourself, you will get all the help you need. Pretend as if you know everything, and you will be all alone in your efforts.
10. More often than not, your staff knows more than you do. If they trust you, they will tell you what they know. That trust is built on all of the above.
 - Enough said.

Each individual on your team, whether staff or volunteer should know exactly what they are there to do and what you expect of them. What you want from an individual – Rachel for example - is for Rachel to be the very best Rachel, she can be. Your job is to help Rachel do that. You have your own job to do each day. If you are doing Rachel's as well, what do you need Rachel for? At least once, at best twice each year, you should sit down

with your staff members and go over their objectives and goals looking at how they are doing individually and as part of the team. There should be no surprises during these evaluation sessions as the communication between times has been open and honest, right? I have given you some example evaluation forms in your packets. Again, The URJ has a booklet on this, *“And Keep the Paths of the Righteous: General Staff Relations”*¹⁷ with some excellent guidelines.

However, there are times when even with all the laughter, the chocolate and the love, things do not work out. An individual has an issue of one kind or another and you have to confront it. You must confront it, for the sake of the team. Let us go over those steps (See Attachment G):

Step 1: Do your homework.

- Find out exactly what the problem is. Is this a one-time occurrence or something that is happening regularly? Is this a sudden change in behavior on the part of the employee? Could you or a change in the organization have something to do with the problem?

Step 2: Talk to Your Employee

- Do they understand that there is a problem? If yes, what do they think the problem is? Does it agree with your conclusion? If it does not agree with your conclusion, explain what you are seeing. Discuss differences. Come to some consensus on the exact nature of the problem.
- If the employee does not understand that there is a problem, explain the problem very clearly. See if the employee can then agree that there is a problem. If yes, continue as we discussed before.
- If no, ask how the employee sees that they are contributing to the organization by the action they are performing. With careful and directed questioning, move toward arriving at the employee seeing how their actions are a problem within the organization.
- Make sure that you understand the underlying cause(s) of the problem. Again, is there anything you or the organization contributed to creating this situation? Does the employee see the need to correct the situation?

Step 3: Once you both agree, restate the problem and the need to have it resolved

- Provide the employee with the reasons why the problem needs resolution.
- Gain the employee's agreement that the problem exists, that it needs resolution and his or her understanding of the reasons why.
- If possible, have the employee repeat the previous conversation in their own words: Problem – reasons for resolution

Step 4: Ask the employee for suggestions for resolution

- Use open ended questions: “What are you willing to do to prevent this from happening in the future?” “How can we work together to see that this does not happen again?”
- You can be more direct: “This cannot happen again, I need to know what you are going to do to insure that.”

Step 5: Get a commitment from the employee that the problem will stop. If necessary, set a deadline for the problem to stop.

- You may need to provide the employee with consequences for his or her actions should the problem not cease. E.g. “You can no longer smoke in the employee bathroom. You are only allowed to smoke outside during your 15-minute break period.”
- Should I discover that you have smoked in the employee bathroom after our meeting today, you will receive a formal warning/you will be subject to a 1-2-3 day suspension/you may be terminated.”

Step 6: Follow up on any deadlines you set.

- This is very important. If you do not follow up, your discussions hold no meaning.
- If your meeting included talk of a follow up meeting, on the agreed upon date, you and that employee should have that meeting. NO EXCUSES!

Step 7: Document any discussions of this type.

- Especially if it involves follow up action or possible disciplinary action of any kind. Be sure the employee is aware that you will be documenting any conversations you have regarding this matter. They have the right to see the documentation and to sign it.
- Documentation is very important should you find yourself in a situation where you feel it is necessary to terminate the employee. Your clear step-by-step discussions with the employee regarding this matter will demonstrate that you did everything possible to work with the employee regarding the situation.
- If you have a Human Resources Department or an Administrator, be sure they are involved in any situation that involves documentation or disciplinary action.

Always remember you are working with adults. Treat your employees as adults. Always act in a professional manner. Do not take any of this personally. Every individual has a choice in how he or she behaves – you included.

That was a paid staff member. What about a volunteer who does not show up for scheduled shifts or is disdainful of your clients or exhibits other less than helpful behaviors? Yes, even volunteers can be talked to, albeit in a more careful and gentle way. In these situations, always – please, always – get your rabbi/ temple president/principal/administrator involved.

Perhaps it is the case that the individual is just not in the right volunteer position. They want to be in the library, because they LOVE, love, love books! Nevertheless, that does not mean that the library is the best place for them. They may love books, but they talk – loudly – all the time. Maybe they do not know how to alphabetize (true story). Perchance they are unfamiliar with any book published after 1959. It is time to find our volunteer a new place to lend her wonderful giving heart. A better match is in order. Maybe you can use him to paste bookplates in books. The best place available for that activity happens to be in the social hall upstairs. Maybe, you need her to greet new members in the office. Maybe he needs to stuff envelopes for the upcoming High Holidays. Helping hands are

always needed somewhere, finding the correct place for them is the trick. This is a situation where all possible professional heads need to be put together to find your committed volunteer a loving home that can best use those fine capabilities.

With that, we have completed the task of providing our Jewish librarian group with the basics of managerial training. I hope you got some ideas to that will assist you in showing your temple and school boards how valuable you all are to their very survival.

I am available at kathyb@forwordsbooks.com if you have any questions. I look forward to hearing from you.

ENDNOTES

¹ **Hershel and the Hanukkah Goblins.** Eric Kimmel. Illustrated by Trina Schart Hyman. ©1985, 1989 Holiday House, New York, NY. Unpaginated.

² **“Is it Possible to Educate Librarians as Managers?”** Tees, Miriam H. *Special Libraries*, July 1984. © 1984, Special Libraries Association. P. 173-182.

³ **“Leadership in Children’s Literature: Qualitative Analysis from a Study Based on the Kouzes and Posner Leadership Framework.”** Boulais, Nicole A. *Journal of Leadership & Organizational Studies*, April 1, 2002. Received unpaginated from http://www.allbusiness.com/buying_exiting_businesses/3503508-1.html

⁴ Ibid

⁵ **And Shira Imagined.** Carmi, Giora. © 1988, Jewish Publication Society, Philadelphia, PA. Unpaginated.

⁶ **Hear, O Israel: Creating Meaningful Congregational Mission Statements.** Ida and Howard Wilkoff Department of Synagogue Management. Union for Reform Judaism. © 2000. Available online at: http://urj.org/kd/_temp/700FCE55-C034-AA59-E03EDB0D46F3420B/Print%20Hear%20O%20Israel%20booklet.pdf

⁷ **All God’s Critters.** Staines, Bill. Illustrated by Nelson, Kadir. © 2009, Simon & Schuster Books for Young Readers, New York, NY. Unpaginated.

⁸ Ibid

⁹ **Building Sacred Community: Volunteers in Your Congregation.** Ida and Howard Wilkoff Department of Synagogue Management. Union for Reform Judaism. © 1999. Available online at: http://urj.org/kd/_temp/701337FA-C086-F770-E64BC39C7B3BA8C8/Building%20Sacred%20Comm_volunteer.pdf

¹⁰ **“Prioritizing your ‘Rocks.’”** Covey, Dr. Stephen R. excerpted from *First Things First* by Stephen R. Covey, A. Roger Merrill, and Rebecca R. Merrill. © 1994, Simon and Schuster, New York, NY. Found on this website: http://www.homeschooloasis.com/art_prioritizing_rocks.htm

¹¹ **Bone Button Borscht.** Davis, Aubrey. Illustrated by Petričić, Dušan. © 1997, Kids Can Press, Buffalo, NY. Unpaginated.

¹² Ibid

¹³ **“Chapter 10: Understanding Personality Types: A Key to Lovability.”** Smalley, Dr. Gary. From *Making Love Last Forever* by Smalley, Dr. Gary. © 1996, W Publishing Group, pp159-176.

¹⁴ Ibid

¹⁵ Ibid

¹⁶ **Today is the Birthday of the World.** Heller, Linda. Illustrated by Jay, Alison. © 2009, Dutton Children’s Books, New York, NY. Unpaginated.

¹⁷ **And Keep the Paths of the Righteous: Synagogues and Their Staff Part Two: General Staff Relations.** Ida and Howard Wilkoff Department of Synagogue Management. Union for Reform Judaism. © 2003. Available online at: http://urj.org/kd/_temp/757DF586-A7C2-EE58-9BBB3C2BE6319039/Paths%20II.pdf